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ABSTRACT

The purpose of this study was to find out why a significant percentage of students drop out of the Nigerian school system every year. While statistics for dropouts in developed countries are based on those who fail to continue with their secondary education, dropouts in developing nations like Nigeria are counted as the number that dropped out of both elementary and secondary schools. Data were collected from educational statistics published by Nigeria's Federal Ministry of Education and from questionnaires circulated among Nigerian students, teachers, and principals. The study found a number of possible causes for dropping out, with students and teachers and administrators perceiving the problems somewhat differently. It is recommended that the government provide free education for all, establish trade and technical schools as well as schools for exceptional children, and provide adequately trained teachers and guidance counselors. The dropout problem would also be ameliorated if parents could be encouraged to take more interest in their children's education and if continuation schools were available for students who are too old for regular schools. (CMG)

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WHY THEY DROP OUT OF SCHOOL:

A NIGERIAN PERSPECTIVE

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WHY THEY DROP OUT OF SCHOOL: A NIGERIAN PERSPECTIVE

ABSTRACT

The importance of education does not need to be over-emphasized. Without it, what is man - a splendid slave, a reasoning savage. The purposes of education has varied within the years, but, in spite of changes in purpose from the period of the Athenians, Spartans and through the period of the Roman empire to the present twentieth century, there has been no other way out of the rot but through education, irrespective of race, creed or culture.

The need to reduce school dropout in many countries has been emphasized in series of researches on school dropout. Prominent results have shown that in schools with high dropout rates, students were found to demonstrate low participation and involvement, low self-esteem, high apathy, decreased socialization process and decreased communication skills. Other dropout factors include poor school organization and management, poor financing of schools, lack of motivation, problems of indiscipline, influence of untrained or unconcerned teachers and parental confused values.

The method used for data collection in this study is a set of questionnaires circulated among Nigerian students, teachers and principals and a collection of Educational Statistics from the Federal Ministry of Education in Nigeria on Elementary, Secondary and Higher Education population.

The leading causes of school dropout according to the findings in this study are:

1. Poor academic performance of students causes school dropout.
2. Parental inability to support child in school causes school dropout.
3. Student's indiscipline causes school dropout.
4. Absence of Guidance Counsellors in schools causes school dropout.
5. Absence of qualified trained teachers causes school dropout.
6. Parental confused values and lack of interest in child's schooling causes school dropout.
7. Parent's poverty and unemployment causes school dropout.
8. Children's lack of motivation causes dropout.
9. Lack of interest in exceptional students causes dropout.
10. Peer group influence causes dropout.
11. Being too old for a class causes school dropout.
12. Belief in destiny causes school dropout.
13. State and Federal goverment's inability to provide enough schools causes school dropout.
14. Ineffective educational planning causes school dropout.
15. Lack of maintenance of existing schools causes school dropout.

WHY THEY DROP OUT OF SCHOOL: A NIGERIAN PERSPECTIVE

If you think education is expensive, try ignor ance.

The purposes and aims of education have varied from one age or period to another. While mental development was stressed by the Athenians, the Spartans were concerned with development. Later, the Romans also adopted the Athenians aims of education. It should be stressed that the psychological learning theories of these periods supported the theories of Mental Discipline based on the theory of exercising the brain. The most practical of those advocating the theory of Mental Discipline insisted that the mind is a kind of muscle that can be strengthened by vigorous exercise and that the more difficult, frustrating, and unpleasant the subject, the greater its value to students.

This theory may be considered a pre-scientific theory of learning, and it was used in controlling the aims and purposes of education in both developed and developing countries of the world for a very long period. It was not surprising therefore, that Latin and Greek found their way into the curriculum in Western European countries and in that in colonial times, was exported into the colonies which today form the majority of th developing countries.

Pre-scientific theories of learning gave way to scientific ones, prominent among which were the S - R association gestalt

or field learning theories. Thanks to the efforts of Joseph Mayer Rice (1897) who encountered much opposition when he discovered that the amount of time spent on spelling drills did not affect spelling competence.

While developed Western and European countries quickly changed their curriculum to suit the newly accepted scientific theories of learning, almost all the colonies maintained a curriculum which favored the pre-scientific theory of learning for a very long period, as a result of which formal education was only made available to a very selected few students who were very brillant or whose parents could afford what appeared to many poor parents as a wasteful investment. While the brillant and the children of the rich were admitted into the highly competitive schools, the less brillant and mostly children of the poor went into trade apprenticeship.

Education now takes the lion's share of Nigeria's annual budget. Both the States and the Federal Government of Nigeria have increased their yearly education budget. (See Figure 8 for details on Capital Expenditure by Government 1981-1085 Sector-Education) Yet, a significant percentage of students drop out of the Nigerian School System every year. This waste cannot be ignored; it must le prevented.

In a country where universal education is not a reality, it is very difficult to actually find accurate number of school

dropout. While the statistics for dropouts in developed countries are based on those who fail to continue with their secondary education, following completion of their elementary education, dropouts in developing nations like Nigeria are counted as the number that dropped out of the Elementary and Secondary School out of the relatively few that gained admission into the few schools in existence, not from the percentage that is educ able.

While students in developed nations dropout on their own volition, children in developing nations like Nigeria are pushed out of the schools for scoring low grades thereby providing opportunities to the more brillant or more serious students. This is so because the existing schools are still not enough for the number of qualified pupils of school age.

Taiwo (1968) as head of a Committee set up by the then Western Nigerian Government to review the educational system in the Region, reported that a high percentage of primary school students in the region dropped out of school before they reached Primary VI. The Western Region of Nigeria at the time of Taiwo's review enjoyed what was popularly known in Nigeria as the Universal Primary Education (Western Nigeria Ministry of Education Officia Gazette 1969)

In Nigeria's Second National Development Plan 1970-1974, the Nigerian Federal Ministry of Education claimed that a sharp

increase in primary school enrollment between 1960-1970 was accompanied by a high dropout rate. In its own analysis, the Ministry of Education claimed inadequate facilities and poor quality of teachers which were to a large extent reflections of poor financing and improper planning, were responsible for the high dropout rate. (Federal Ministry of Education Planning Section Official Gazette 1971 Lagos Nigeria)

1975-1980 in Nigeria was dominated by disasters which emanated from the high dropout rate which included: Mass illiteracy, unemployment, shortage of potential manpower, juvenile delinquency, and criminal activities (mostly armed robbery).

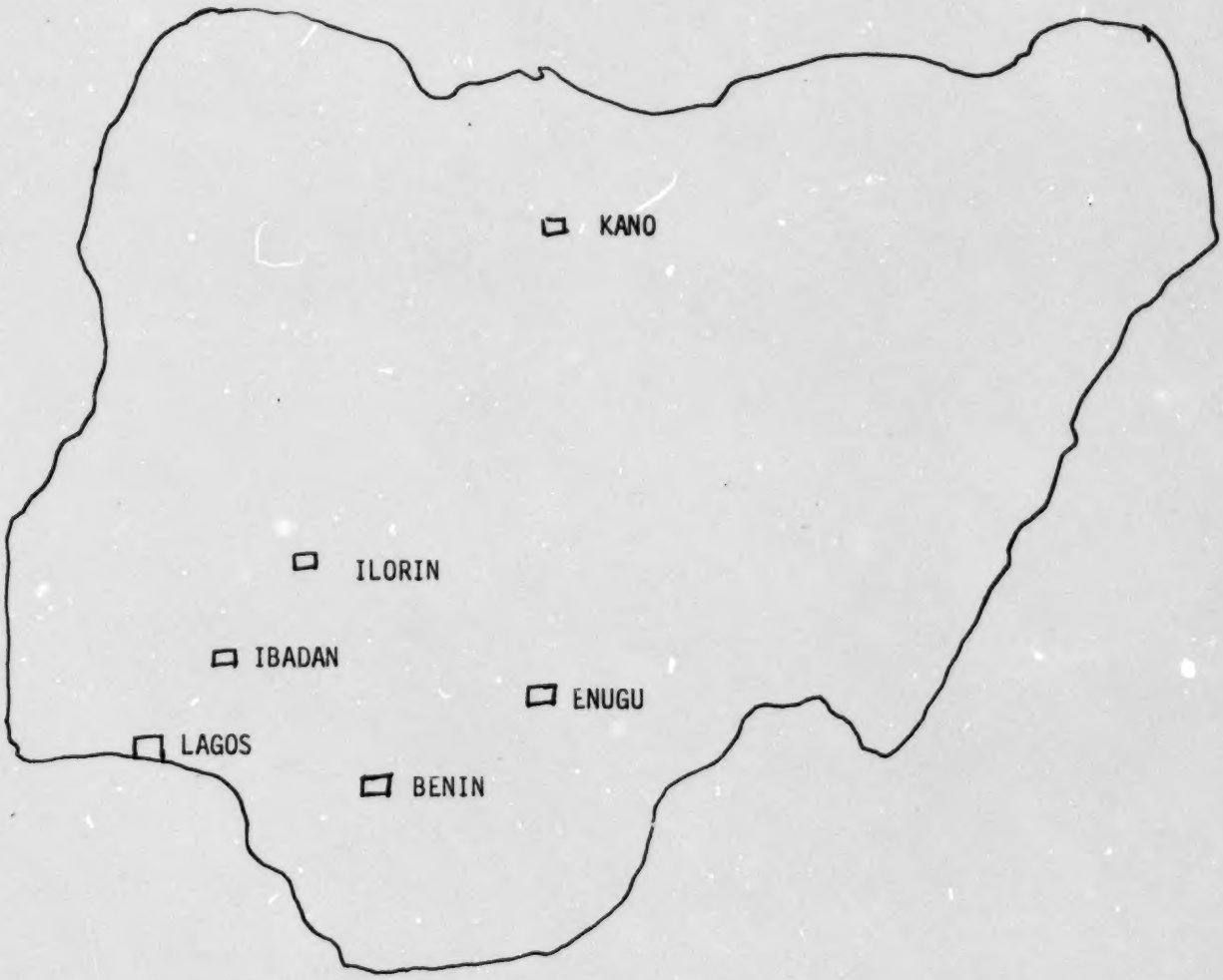
Ogionwo in 1972 in a study on Secondary School students in Port-Harcourt, concluded in his findings that the secondary school dropouts had either very high or too low aspirations for social momibility when compared with non dropout secondary school students in Port-Harcourt.

In another survey on the Causes of School Dropout in Lagos Obe (1980) claimed the following were found statistically significant at 0.01 level: fear of lack of jobs 5.79; getting apprentices in some trades 3.79; unwanted pregnancy among girls 4.29;

fear of other school children 3.96; fear of teachers 3.01; parents encouraging child labor 4.17; keeping bad company 6.29; being a juvenile delinquent 4.84; intellectual retardation 3.55; and lack of motivation from parents and teachers 3.17.

In a survey on the factors responsible for school dropout in Nigeria, two separate responses were gathered on twelve hundred secondary school students representing six different geographical locations and from among one hundred and twenty teachers and principals from the same six locations. For political reasons, I decided not to compare the responses from the different states, instead, the total responses are made available in the results. In each of the geographical locations covered two hundred students and twenty teachers were surveyed. (See figure Two for detailed results of the responses.)

FIGURE ONE: MAP OF NIGERIA
SHOWING THE SIX URBAN AREAS SURVEYED



KANO - Capital of Kano State. Tribes: Hausas and Fulanis.

ILORIN - Capital of Kwara State. Tribes: Igbiras, Yorubas, Igbomines, Yagbas, and Kogis.

IBADAN - Capital of Oyo State. Tribes: Mostly Yorubas.

BENIN - Capital of Bendel State. Tribes: Edos, Ishans, Urhobos, Ijaws and Western Ibos, etc.

ENUGU - Capital of Anambra State. Tribes: Mostly Ibos.

LAGOS - Nigeria's federal capital. Tribes: All Nigeria's major and minor tribes.

Figure Two RESULTS

CAUSES OF SCHOOL DROPOUT IN NIGERIA	STUDENTS (1200) Agree	STUDENTS (1200) Disagree	TEACHERS/ PRINCIPALS (120) Agree	TEACHERS/ PRINCIPALS (120) Disagree	TOTAL (1320) Agree	TOTAL (1320) Disagree
1. Poor academic performance causes school dropout	732 61%	468 39%	97 81%	23 19%	829 63%	491 37%
2. Parental inability to support child in school causes school dropout	1180 98.3%	20 1.7%	101 84.2%	19 15.8%	1281 97%	39 3%
3. Student's indiscipline causes school dropout	1009 84%	91 16%	107 89.2%	13 10.8%	1116 84.5%	204 15.5%
4. Lack of Guidance and Counselling in Schools causes school dropout	713 59.4%	487 40.6%	74 61.7%	46 38.3%	787 59.6%	533 40.4%
5. Lack of qualified teachers causes school dropout	814 67.8%	386 32.2%	81 67.5%	39 32.5%	895 67.8%	425 32.2%
6. Parental confused values and lack of interest in child's schooling causes dropout	886 73.8%	314 26.2%	93 77.5%	27 22.5%	979 74.2%	341 25.8%
7. Parent's poverty and unemployment causes school dropout among Nigerian children	685 57%	515 43%	74 61.7%	46 38.3%	759 57.5%	561 42.5%
8. Children's lack of motivation in school causes school dropout	533 44.4%	667 55.6%	78 65%	42 35%	611 46.3%	709 53.7%
9. Lack of interest in exceptional students causes school dropout	439 36.6%	761 63.4%	51 42.5%	69 57.5%	490 37.1%	830 62.9%
10. Peer group influence causes school dropout	682 56.8%	518 43.2%	88 73.3%	32 26.7%	770 58.3%	550 41.7%
11. Being too old for a class causes school dropout	691 57.6%	509 42.4%	76 63.3%	44 36.7%	767 58.1%	553
12. Belief in destiny causes school dropout	490 40.8%	710 59.2%	39 32.5%	81 67.5%	529 40%	791 60%
13. State and Federal Government's inability to provide enough schools causes school dropout	908 75.7%	292 24.3%	109 90.8%	11 9.2%	1017 77%	303 23%
14. Lack of effective educational planning causes school dropout	603 50.2%	592 49.8%	101 84.2%	19 15.8%	704 53.3%	616 46.7%
15. Lack of maintenance of existing schools causes school dropout	906 75.5%	294 24.5%	113 94.2%	7 5.8%	1019 77.2%	301 22.8%

Figure Three

ENROLMENT IN PRIMARY SCHOOLS, 1975-76 TO 1981-85

State	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
Anambra	641,775	826,783	907,252	911,377	961,503	1,000,617	1,019,718	1,030,030	1,042,570	1,908,327
Bauchi	126,300	220,211	329,611	362,811	399,092	473,025	538,118	582,524	596,098	611,300
Bendel	606,115	676,373	751,712	792,921	835,740	877,537	921,403	967,473	1,011,493	1,057,516
Benue	256,747	535,096	629,243	838,723	866,400	894,991	921,801	952,262	893,687	1,015,150
Borno	136,964	214,170	369,032	529,620	693,294	750,232	769,226	788,698	808,664	829,135
Cross River	597,182	719,550	768,292	824,500	850,884	870,528	892,567	915,149	938,328	962,083
Gongola	158,200	206,330	322,313	397,705	473,097	542,197	592,560	636,500	668,569	685,494
Imo	739,031	938,400	1,003,824	1,014,467	1,025,110	1,096,868	1,151,718	1,209,297	1,269,762	1,269,762
Kaduna	218,204	460,349	613,091	747,125	845,125	956,005	1,025,747	1,051,720	1,078,343	1,105,636
Kano	169,340	341,806	472,813	659,927	842,928	952,333	1,025,910	1,137,735	1,510,770	1,548,966
Kwara	181,050	250,785	394,030	493,241	588,388	680,176	701,880	718,266	837,282	834,170
Lagos	355,645	338,429	400,405	434,453	465,140	494,072	524,803	557,446	592,120	628,950
Niger	55,377	113,852	181,781	277,495	319,755	368,454	424,570	445,800	488,090	491,500
Ogun	240,701	282,333	299,015	345,393	350,423	398,013	408,088	418,420	429,011	439,872
Ondo	332,611	403,260	428,119	464,395	478,154	523,580	576,985	617,374	647,625	667,700
Oyo	582,452	734,832	866,340	996,362	1,281,744	1,296,210	1,336,716	1,362,667	1,397,163	1,477,299
Plateau	147,873	317,487	365,554	452,056	536,546	544,300	626,652	673,553	707,231	742,593
Rivers	275,591	346,961	430,388	470,438	510,488	553,930	601,070	631,124	677,020	710,370
Sokoto	138,138	206,177	301,542	397,351	423,592	528,520	642,680	731,090	825,030	930,030
NIGERIA	5,950,296	8,242,060	9,845,838	11,457,772	12,749,403	13,819,579	14,702,247	15,428,028	16,488,506	17,527,393

Federal Ministry of Education,
Planning and Development Section
Statistics Unit,
Lagos.

Sources.—State MOE'S
1975-76-1979-80 are actual figures
1980-81-1984-85 are FME projection

Figure Four

ENROLMENT TRENDS AND TARGETS IN PRIMARY SCHOOLS

		RECENT TRENDS										TARGETS		
	Government	1975-76		1976-77		1977-78		1978-79		1979-80		1981-85		
		No. of Schools	Enrolment	No. of Schools	Enrolment	No. of Schools	Enrolment	No. of Schools	Enrolment	No. of Schools	Enrolment	No. of New Schools	No. of New Classrooms	Enrolment
1.	Anambra	1,709	641,775	1,757	826,783	1,854	907,252	1,988	911,377	1,926	964,580	—	2,571	1,088,327
2.	Bendel	1,866	126,980	1,838	220,211	2,235	329,641	2,251	362,811	2,477	399,082	—	5,305	681,300
3.	Bendel	1,588	606,115	1,325	676,373	1,594	751,712	1,683	792,921	1,690	835,740	—	1,544	1,857,516
4.	Benue	1,280	236,747	2,291	535,096	2,667	629,243	2,696	838,723	2,786	866,400	—	3,744	1,086,196
5.	Benue	1,526	136,964	1,080	234,170	1,825	349,052	1,854	529,620	2,428	695,294	—	3,596	530,120
6.	Cross River	1,595	597,182	1,578	719,550	1,420	768,292	1,640	826,500	1,695	850,884	—	2,780	988,083
7.	Gongola	1,581	158,200	1,575	286,330	1,858	322,313	1,859	397,705	2,226	473,097	—	5,310	685,494
8.	Imo	1,880	739,051	1,897	958,400	1,925	1,003,824	1,925	1,014,467	1,946	1,025,110	—	8,116	1,289,762
9.	Kaduna	839	218,204	2,558	468,349	2,821	613,091	2,835	747,125	2,857	845,125	—	6,512	1,105,636
10.	Kano	678	181,050	2,633	341,806	3,000	472,813	3,084	639,927	3,032	842,928	—	17,650	1,548,266
11.	Kwara	539	131,050	1,021	250,785	2,123	394,010	1,185	493,241	1,414	588,388	—	7,305	884,170
12.	Lagos	541	355,640	598	388,429	638	400,405	665	464,333	712	465,140	—	4,095	648,950
13.	Niger	2,457	55,377	951	113,852	1,033	181,781	1,081	277,393	1,133	319,755	—	4,294	491,500
14.	Ogun	4,199	240,708	1,162	282,333	1,288	299,615	1,208	345,333	1,226	350,423	—	2,236	439,872
15.	Ondo	1,159	332,611	1,326	483,260	1,389	438,119	1,470	454,395	1,500	478,154	—	4,739	667,700
16.	Oyo	1,595	582,452	2,288	734,832	2,318	866,340	2,318	996,362	2,475	1,281,744	4,889	1,477,299	
17.	Plateau	685	147,873	1,495	387,483	1,687	369,554	1,632	452,056	1,648	536,546	—	5,101	742,595
18.	Rivers	595	275,591	757	346,961	870	438,388	889	470,438	924	510,488	—	5,010	730,870
19.	Sokoto	732	138,138	1,771	286,177	2,692	301,542	3,167	397,315	3,378	423,592	—	12,662	930,070
	GRAND TOTAL	21,223	5,950,296	29,853	8,242,060	34,310	9,845,838	35,301	11,457,772	37,469	12,749,463	4,889	109,450	17,127,353

Federal Ministry of Education,
Planning and Developing Section,
Statistics Unit,
Lagos.

Figure Five

STATISTICS OF SECONDARY EDUCATION IN NIGERIA

NUMBER OF SECONDARY GRAMMAR/COMMERCIAL SCHOOLS AND THEIR ENROLMENT, 1975-76—1980-81

		1975-76		1976-77		1977-78		1978-79		1979-80		1980-81	
No.	*State*	*No. of Schools*	*Enrolment*	*No. of Schools*	*Enrolment*	*No. of Schools*	*Enrolment*	*No. of Schools*	*Enrolment*	*No. of Schools*	*Enrolment*	*No. of Schools*	*Enrolment*
1.	Anambra	95	64,601	131	80,346	186	97,313	249	112,786	370	145,780	445	175,588
2.	Bauchi	10	4,225	10	4,697	12	5,132	25	8,407	48	13,359	48	1,?24
3.	Bendel	149	82,407	147	95,330	167	107,011	187	122,662	267	185,216	467	255,366
4.	Benue	58	14,311	69	22,355	75	30,870	158	46,728	183	44,728	185	46,970
5.	Borno	17	5,282	17	6,240	23	8,231	23	10,381	59	14,000	59	14,700
6.	Cross River	91	40,213	98	50,362	134	66,341	178	87,506	210	105,417	440	126,495
7.	Gongola	18	6,405	22	8,068	27	10,025	35	15,233	44	19,983	44	20,982
8.	Imo	127	85,998	147	110,140	221	155,858	276	173,935	350	251,000	410	440,000
9.	Kaduna	29	18,606	34	23,680	40	32,440	48	35,318	74	34,738	74	44,837
10.	Kano	20	7,482	25	10,095	30	12,987	30	16,957	33	19,768	48	55,034
11.	Kwara	70	27,856	78	31,806	80	38,243	75	47,725	105	60,657	161	74,739
12.	Lagos	110	64,232	93	78,331	98	82,956	79	89,139	125	154,000	226	215,600
13.	Niger	13	4,342	14	5,048	17	6,312	17	7,640	27	10,770	27	11,308
14.	Ogun	99	43,812	97	46,938	106	50,674	119	54,000	151	73,071	326	125,326
15.	Ondo	233	72,081	261	78,468	261	81,879	252	85,589	252	139,258	419	203,815
16.	Oyo	261	113,287	300	128,136	293	147,786	328	165,476	378	204,318	687	262,229
17.	Plateau	38	11,330	43	12,534	49	16,678	51	20,914	75	26,638	75	27,970
18.	Rivers	52	32,080	52	33,027	87	49,538	95	48,829	97	74,606	137	81,644
19.	Sokoto	23	6,367	22	6,553	22	7,638	26	9,628	58	20,565	58	21,593
	Nigeria	1,513	704,917	1,560	832,154	1,928	1,007,902	2,259	1,159,401	2,908	1,557,877	4,334	2,226,124

Figure Six

STATISTICS OF TEACHER EDUCATION IN NIGERIA NUMBER OF TEACHER TRAINING COLLEGES AND THEIR ENROLMENTS 1975-76-1980-81

No.	States	1975-76		1976-77		1977-78		1978-79		1979-80		1980-81	
		No. of Colleges	Enrolment	No. of Colleges	Enrolment	No. of Colleges	Enrolment	No. of Colleges	Enrolment	No. of Colleges	Enrolment	No. of Colleges	Enrolment
1.	Anambra	10	3,920	12	6,598	12	8,855	13	10,681	13	12,157	18	15,327
2.	Bauchi	8	7,078	8	6,437	8	6,999	9	7,404	8	8,318	14	8,325
3.	Bendel	13	9,281	13	9,281	13	10,573	13	11,630	13	18,739	20	19,540
4.	Benue	8	5,701	13	8,945	13	12,692	13	14,491	13	18,327	13	18,875
5.	Borno	8	6,404	8	6,898	9	6,893	10	7,328	10	11,000	10	11,330
6.	Cross River	13	7,123	13	7,622	13	8,406	13	10,717	13	10,371	13	11,630
7.	Gongola	12	6,784	13	6,014	13	5,835	12	12,051	12	11,214	12	11,500
8.	Imo	21	6,939	18	8,212	14	11,153	14	14,925	14	15,473	14	16,825
9.	Kaduna	18	8,702	14	10,767	15	14,798	15	18,630	15	18,630	15	19,189
10.	Kano	24	8,444	22	12,619	25	16,972	25	17,594	25	18,514	25	20,016
11.	Kwara	13	5,399	13	7,215	13	9,353	13	11,358	13	12,839	13	14,086
12.	Lagos	8	3,690	8	4,727	8	5,308	8	6,082	8	6,637	8	7,964
13.	Niger	14	6,435	14	7,220	14	8,326	14	8,431	14	11,340	14	11,680
14.	Ogun	6	3,141	6	3,564	6	4,100	6	3,816	7	5,476	7	7,728
15	Ondo	10	4,493	10	6,353	11	7,757	11	8,381	11	9,038	11	10,394
16.	Oyo	16	6,687	15	7,310	15	8,866	16	9,445	16	10,238	16	12,500
17.	Plateau	14	6,246	13	8,384	13	9,952	13	12,839	16	15,033	16	15,404
18.	Rivers	9	7,430	20	7,663	14	10,562	14	10,889	14	10,241	19	10,540
19.	Sokoto	25	9,730	25	12,349	25	16,324	26	19,632	25	24,893	25	25,515
	Nigeria	250	123,627	258	148,178	254	183,724	258	204,374	260	247,478	285	263,495

Federal Ministry of Education.

Figure Seven

ENROLMENT IN NIGERIAN COLLEGES OF TECHNOLOGY AND POLYTECHNICS 1975-76, 1980-81-1984-85

Year	*Enrolment*
1975-76	11,993
1976-77	17,452
1977-78	19,880
1978-79	29,829
1979-80	35,777
1980-81	41,097
1981-82	46,985
1982-83	53,766
1983-84	61,388
1984-85	70,455

Figure Eight

ALL NIGERIAN UNIVERSITIES ENROLMENT TREND

All Figures are actual

Field of Study	*Year*				
	1975-76	1976-77	1977-78	1978-79	1979-80
Art and Humanities	5,132	6,485	6,938	5,963	8,731
Agriculture	1,625	1,990	2,321	1,959	2,497
Administration	1,703	2,112	1,845	3,368	2,593
Education	5,126	7,025	6,239	6,298	9,487
Engineering	2,426	2,768	3,381	2,554	3,981
Environmental Studies	826	962	993	1,325	1,786
Law	1,574	1,906	1,045	2,322	2,565
Medicine	4,045	4,469	6,123	5,847	7,354
Natural Sciences	5,000	6,101	6,338	6,491	7,453
Social Sciences	3,995	4,539	4,877	7,376	8,343
Veterinary Medicine	459	520	515	618	459
All Disciplines	31,511	38,877	41,417	45,201	57,772

NIGERIAN UNIVERSITIES Figure Nine (14)

PROJECTED ENROLMENTS—1981-85

Universities	1980-81	1981-82	1982-83	1983-84	1984-85
Ibadan	8,595	9,557	10,034	10,285	10,485
Lagos	8,894	9,557	10,242	10,595	10,905
Nigeria, Nsukka	8,060	8,642	9,411	10,170	10,625
Zaria	10,396	11,122	12,279	12,170	12,985
Ife	8,771	9,217	9,620	10,342	10,675
Benin	3,890	4,660	5,681	6,560	6,985
Jos	3,293	4,135	5,158	6,045	6,610
Calabar	2,751	3,436	4,151	5,031	6,015
Kano	2,775	3,550	4,275	5,035	6,115
Maiduguri	3,393	4,398	5,009	5,685	6,150
Sokoto	1,717	2,532	3,317	4,217	4,625
Ilorin	2,042	2,999	4,204	5,220	6,215
Port Harcourt	1,976	2,504	3,155	3,935	4,830
Bauchi	—	400	600	800	1,000
Markurdi	—	250	500	750	1,000
Owerri	—	250	500	750	1,000
Ondo	—	—	250	500	750
Gongola	—	—	250	500	750
Ogun	—	—	—	250	500
Niger	—	—	—	250	500
ALL UNIVERSITIES	66,553	77,209	88,636	99,090	108,720

CAPITAL EXPENDITURE BY GOVERNMENT 1981-1985

SECTOR : EDUCATION Figure Ten

₦ *million*

No	*State*	*State Govt. Expenditure ₦ 000*	*Local Govt. Expenditure ₦ 000*	*Total State L.G.A.'s Expenditure ₦ 000*
1.	Anambra	184.200	35.100	219.310
2.	Bauchi	123.684	106.550	230.234
3.	Bendel	300.000	128.208	428.208
4.	Benue	112.040	51.279	163.310
5.	Borno	264.100	68.940	323.040
6.	Cross River	173.789	89.501	213.290
7.	Gongola	209.574	68.067	277.641
8.	Imo	121.520	46.000	167.520
9.	Kaduna	255.224	129.550	384.774
10.	Kano	408.300	168.811	577.111
11.	Kwara	205.750	20.375	226.125
12.	Lagos	97.724	8.198	105.922
13.	Niger	193.65p	38.790	232.440
14.	Ogun	269.820	9.616	279.436
15.	Ondo	241.117	33.128	274.245
16.	Oyo	476.683	2.331	479.014
17.	Plateau	191.245	14.205	205.405
18.	Rivers	226.600	4.400	231.000
19.	Sokoto	198.000	37.000	235.000
	TOTAL GOVTS. (STATE AND LOCAL)	4,253.020	1,000.059	5,253.079
	FEDERAL	2,450.000	—	2,450.000
	TOTAL ALL GOVERNMENTS	6,703.020	1,000.059	7,703.079

RESULT ANALYSIS

From the student's point of view, the ten leading causes of school dropout are:

1. Parental inability to support child at school, 98.3% of sampled students agreed.
2. Student's indiscipline, 84% of sampled students agreed.
3. State and Federal Government's inability to provide enough schools, 75.7% of sampled students agreed.
4. Lack of funds to maintain existing schools, 75.5% of sampled students agreed.
5. Parent's confused values and lack of interest in child's schooling, 73.8% agreed.
6. Lack of qualified teachers, 67.8% agreed.
7. Poor academic performance, 61% agreed.
8. Lack of Guidance Counsellors in schools, 59.4% agreed.
9. Being too old for a class, 57.6% agreed.
10. Parent's poverty and unemployment, 57% agreed.

From the teacher's and principal's point of view, the ten leading causes of school dropout are:

1. Lack of maintenance of existing schools, 94.2% agreed.
2. State and Federal Government's inability to provide enough schools for all the educable children, 90.8% agreed.
3. Student's discipline, 84.5%.
4. Parental inability to support child, 84.2%.
5. Lack of effective educational planning, 84.2%
6. Poor academic performance, 81%.
7. Parental confused values and lack of interest in child's schooling, 77.5%.
8. Peer group influence, 73.3%.
9. Lack of qualified teachers, 67.5%.
10. Children's lack of motivation, 65%.

It is amazing that the children perceived parental inability to support child at school as a leading cause of school dropout. The response to this problem and question#6 Parental confused values and lack of interest in child's schooling and question #7 Parent's poverty and unemployment are all similar. Questions 2, 6 and 7 therefore raise a question whether or not there is a correlation between individual's parental social status and school motivation. Without money to feed on, it sounds absurd for any family to embark upon education which may be a wasteful investment if the child does not do well at school. Also, when an individual child is expected to be responsible for providing some sort of financial support to his or her parents and brothers and sisters, such a child may not hesitate to drop out of school, and participate in gainful employment. The result also support the Nigerian Federal Government's view that the increase in the rate of school dropout is due to bad planning and lack of trained teachers. Surprisingly, the teachers and principals sampled also recognized that lack of trained teachers is a possible cause of school dropout;67.8% of them agreed this was a major cause of school dropout.

From the official statistics of the Federal Ministry of Education, figures Three - Ten, the following can be realized as the major cause of school dropout in Nigeria:

Total Enrolment in Nigeria's Promary Schools 1975/76 - 1979/80
= 48,245,369

Total Enrolment in Secondary Schools 1975/76 - 1979/80
= 5,262,251

Total Enrolment in Teacher's Training Colleges 1975/76 - 1979/80
= 907,351

Total Enrolment in Nigerian Colleges of Technology and Polytechnics 1975/76 - 1979/80 = 114,931

Total Enrolment in All Nigerian Universities 1975/76 - 1979/80 = 224,778

This shows that while 48,245,369 pupils make up the five year population in Nigeria's Primary Schools, 6,509,311 students make up the population in the Nigerian Secondary Schools, Teacher's Training Colleges, Colleges of Technology and Polytechnics and the Nigerian Universities within the same period 1975/76 - 1979/80. This shows that about a total of 41,736,058 are not provided with any form of formal education training.

DISCUSSION

In an attempt to reduce the dropout rate in Nigeria's Secondary Schools, the country's educational planners have come up with a New National Policy on Education. This is in fact already in practice as of October 1982. The educational system in Nigeria with this policy is now tailored along the American line. By the new policy, Secondary education now consists of the Junior Secondary School and the Senior Secondary School, each being of three years duration.

The Junior Secondary School is to be pre-vocational and academic. It is supposed to teach all of the basic subjects. At the end of the three years, the product whose leaving certificates will be based on continuous assessment method, may then go on to the Senior Secondary School or go on to some other vocational school or go out to take apprenticeship appointment.

The Senior Secondary School will be for the more academically oriented students who are willing to have a complete six years secondary education, during which the students will start with their specialties and, after going through a national examination, they could enter Universities, Colleges of Technology or go out to work.

The idea of Junior and Senior Secondary Schools is laudable since this system will allow people to handle what they are capable of. The only lag I can see though, is that many Nigerian parents, due to ignorance, will still insist that their children should be allowed to continue with

the Senior Secondary even if their children do not have the capability or interest in the Senior Secondary, unless they are educated or enlightened about the new policy on education. What happened during the period when comprehensive High School education got introduced in Nigeria is still very fresh in the minds of many Nigerians. Parents considered the Counsellors were wicked to have signed their children into occupational trades instead of academic pursuits.

From an earlier research on Parental Influences on Career choice of students in Bendel State (Odebunmi, 1979), it was realized that prestige jobs ranked highest among Secondary School students' choice of career. What the parents and students fail to realize is that the average vocationally trained worker earns more than a College graduate in Nigeria and in other parts of the world as well. The need for the development of people's talents through vocational training is very much needed at this point of the country's development.

With the new policy on education, it is absolutely necessary for the government to provide trained teachers for the schools; make education free for all; provide Guidance Counsellors to help students with emotional problems; encourage parents to take interest in the education of their children; make continuation schools available for students who might be too old for the regular schools; establish schools for exceptional students whose exceptionality makes it difficult for them to exist in the regular school system; and provide adequate findings for the establishment of more trade, secondary, technical schools and colleges. Although the country's economy is affected through foreign exchange, Nigerian students should be allowed to study out of the country until such a time when the government can have enough colleges and Universities for every educable student.

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